

Fort Dorchester Elementary

5201 Old Glory Lane
Summerville, South Carolina 29485

Grades	PK-5 Elementary School	
Enrollment	1,011 Students	
Principal	Carol Farris	843-832-5550
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	13	0	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Good	Below Average	No

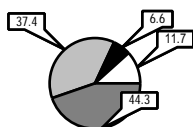
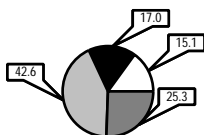
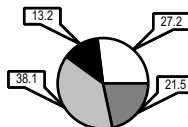
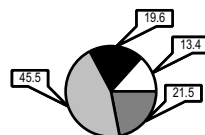
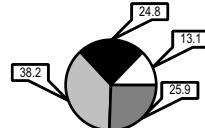
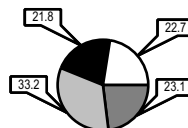
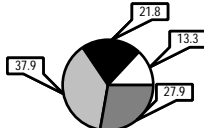
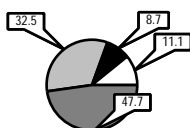
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

86.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	534	100.0	12.2	37.2	44.1	6.5	62.6	Yes	Yes
Gender									
Male	298	100.0	16.3	41.5	37.8	4.4	51.9		
Female	236	100.0	6.8	31.6	52.4	9.2	76.7		
Racial/Ethnic Group									
White	346	100.0	6.4	33.8	50.8	9.0	71.7	Yes	Yes
African American	156	100.0	26.5	43.4	28.7	1.5	41.9	Yes	Yes
Asian/Pacific Islander	20	100.0	5.0	45.0	45.0	5.0	70.0	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	477	100.0	9.2	36.6	47.0	7.1	66.7		
Disabled	57	100.0	35.8	41.5	20.8	1.9	30.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	534	100.0	12.2	37.2	44.1	6.5	62.6		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	529	100.0	12.1	37.1	44.3	6.6	62.9		
Socio-Economic Status									
Subsidized meals	118	100.0	26.5	50.0	23.5	0.0	32.4	No	Yes
Full-pay meals	416	100.0	8.3	33.7	49.7	8.3	70.9		

Mathematics – State Performance Objective = 36.7%									
All Students	534	100.0	14.9	42.9	25.4	16.8	57.1	Yes	Yes
Gender									
Male	298	100.0	15.2	42.6	24.4	17.8	56.3		
Female	236	100.0	14.6	43.2	26.7	15.5	58.3		
Racial/Ethnic Group									
White	346	100.0	8.4	39.5	30.2	21.9	67.2	Yes	Yes
African American	156	100.0	31.6	50.0	14.7	3.7	31.6	Yes	Yes
Asian/Pacific Islander	20	100.0	10.0	35.0	30.0	25.0	75.0	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	477	100.0	11.3	43.3	27.4	18.0	61.0		
Disabled	57	100.0	43.4	39.6	9.4	7.5	26.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	534	100.0	14.9	42.9	25.4	16.8	57.1		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	529	100.0	14.6	43.0	25.4	16.9	57.2		
Socio-Economic Status									
Subsidized meals	118	100.0	30.4	52.9	12.7	3.9	30.4	No	Yes
Full-pay meals	416	100.0	10.7	40.1	28.9	20.3	64.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	534	100.0	26.9	38.9	21.2	13.0	34.2
Gender							
Male	298	100.0	28.1	35.9	24.1	11.9	35.9
Female	236	100.0	25.2	42.7	17.5	14.6	32.0
Racial/Ethnic Group							
White	346	100.0	17.4	38.3	27.3	17.0	44.4
African American	156	100.0	50.7	40.4	7.4	1.5	8.8
Asian/Pacific Islander	20	100.0	10.0	40.0	20.0	30.0	50.0
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	477	100.0	22.9	40.7	22.7	13.7	36.4
Disabled	57	100.0	58.5	24.5	9.4	7.5	17.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	534	100.0	26.9	38.9	21.2	13.0	34.2
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	529	100.0	26.7	38.8	21.4	13.1	34.5
Socio-Economic Status							
Subsidized meals	118	100.0	54.9	33.3	8.8	2.9	11.8
Full-pay meals	416	100.0	19.3	40.4	24.6	15.8	40.4

Social Studies							
All Students	534	100.0	13.4	45.4	21.6	19.5	41.2
Gender							
Male	298	100.0	15.6	43.0	21.1	20.4	41.5
Female	236	100.0	10.7	48.5	22.3	18.4	40.8
Racial/Ethnic Group							
White	346	100.0	7.1	42.4	24.1	26.4	50.5
African American	156	100.0	30.1	50.0	16.9	2.9	19.9
Asian/Pacific Islander	20	100.0	5.0	50.0	15.0	30.0	45.0
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	477	100.0	10.9	45.4	23.6	20.1	43.7
Disabled	57	100.0	34.0	45.3	5.7	15.1	20.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	534	100.0	13.4	45.4	21.6	19.5	41.2
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	529	100.0	13.3	45.3	21.6	19.7	41.3
Socio-Economic Status							
Subsidized meals	118	100.0	34.3	42.2	14.7	8.8	23.5
Full-pay meals	416	100.0	7.8	46.3	23.5	22.5	46.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	126	99.2	8.9	22.0	54.5	14.6	69.1
	4	160	100.0	14.7	40.4	40.4	4.5	44.9
	5	148	100.0	14.4	40.3	41.0	4.3	45.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	165	100.0	7.6	20.1	56.3	16.0	72.2
	4	183	100.0	9.6	48.1	39.1	3.2	42.3
	5	186	100.0	17.1	42.4	38.8	1.8	40.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	126	100.0	12.9	50.0	27.4	9.7	37.1
	4	160	100.0	17.9	34.0	27.6	20.5	48.1
	5	148	100.0	19.4	37.4	18.7	24.5	43.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	165	100.0	11.1	46.5	26.4	16.0	42.4
	4	183	100.0	11.5	41.0	34.0	13.5	47.4
	5	186	100.0	21.8	40.6	16.5	21.2	37.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	165	100.0	25.0	41.0	22.9	11.1	34.0
	4	183	100.0	24.4	38.5	25.0	12.2	37.2
	5	186	100.0	31.8	35.3	17.1	15.9	32.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	165	100.0	7.6	42.4	25.0	25.0	50.0
	4	183	100.0	10.9	53.2	23.1	12.8	35.9
	5	186	100.0	20.6	41.2	17.1	21.2	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,011)				
First graders who attended full-day kindergarten	100.0%	Up from 99.3%	100.0%	100.0%
Retention rate	2.4%	Down from 2.8%	1.6%	3.0%
Attendance rate	96.7%	Up from 96.5%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Down from 3.3%	2.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.4%	Down from 3.3%	1.8%	3.2%
Eligible for gifted and talented	21.9%	Down from 27.0%	25.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	Up from 6.5%	6.1%	8.2%
Older than usual for grade	0.6%	Down from 0.9%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Up from 1.0%	0.0%	0.0%
Teachers (n= 67)				
Teachers with advanced degrees	53.7%	Up from 50.0%	56.7%	52.6%
Continuing contract teachers	70.1%	Down from 75.0%	84.9%	83.3%
Highly qualified teachers	93.7%	Down from 98.0%	94.1%	93.5%
Teachers with emergency or provisional certificates	5.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.5%	87.0%
Teacher attendance rate	95.3%	Up from 95.1%	95.2%	95.0%
Average teacher salary	\$38,736	Up 1.5%	\$43,235	\$41,703
Prof. development days/teacher	8.4 days	Down from 11.0 days	12.1 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.5 to 1	19.9 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 89.5%	91.1%	89.8%
Dollars spent per pupil*	\$5,864	Down 13.7%	\$5,823	\$6,242
Percent of expenditures for teacher salaries*	61.1%	Up from 52.3%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fort Dorchester Elementary School first opened its doors, as a new facility, to students in the fall of 2002. Our name was derived from the neighboring historical Fort Dorchester. Our mascot, Glory Gator, was named by our students and was based on the patriotic theme of Fort Dorchester High School. Situated in a growing community, we ended our third year serving the instructional needs of 1,115 four year old through fifth grade students. We plan to add several "learning cottages" (mobile units) for the 2005-06 school year. Our 90-member faculty and staff work together to create a friendly, family atmosphere for our students and parents.

Fort Dorchester Elementary has strong parent and community support. The outstanding PTA, School Improvement Council and business partners add much to enhance the school's programs and environment. Input from these groups allows us to offer opportunities that make our school a special place for students. Support from these groups provided new playgrounds for first and second grade, a beautification day that added to the beauty of our school, over \$6,000 in individual teacher grants, a terrific school carnival and a student awards program.

While test scores for the school continue to improve, FDES is challenged by our fast paced growth and meeting the academic needs of existing and new students. Class size is continuously monitored and evaluated. We are committed to meeting the needs of every student by offering differentiated instruction for a portion of each day in order to serve each child on their academic level and to providing staff development for teachers in all academic areas. We are working to focus our vision as we tap the skills of our 90 skilled faculty members. We are challenged everyday to reach our potential regarding the school's mission statement, "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life."

For the 2004-05 school year, we have worked toward implementation of the district literacy model, a literacy focus in every grade level with literacy teachers in grades 1, 2, 4 and 5. The Open Court reading series, utilized in grades K-2, and STEPS (Sequential Teaching of Explicit Phonics and Spelling) utilized in grades K-3, enhance whole group phonics instruction. Our literacy model supports the vision of student learning on their instructional level through flexible small group instruction. Our ongoing staff development focus is an effort to bring a diverse group of teachers together regarding a vision for literacy. It builds on the strengths that teachers brought to the school to create a common goal for our children. These initiatives have been a strong foundation for our teaching and for our students' learning. Our plans for 2005-06 will include continued efforts in these areas and will extend to areas of math and science. We feel that we have completed a successful third year at Fort Dorchester Elementary. We welcome visitors and plan to continue to do our best as we learn and grow.

Carol Farris, Principal
Sheri Goar, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	65	166	123
Percent satisfied with learning environment	96.8%	84.7%	90.8%
Percent satisfied with social and physical environment	98.4%	79.3%	90.0%
Percent satisfied with school-home relations	98.4%	81.2%	76.1%

*Only students at the highest elementary school grade level at this school and their parents were included.